

Kawartha Pine Ridge District School Board

Standard 1 Model for Special Education

The Kawartha Pine Ridge District School Board's (KPRDSB) mission is to inspire our students to excel in learning, to succeed in life and to enrich our communities. We are an innovative and responsive educational community focused on student achievement, well-being and success for all; we value the diversity and uniqueness of all students, employees and community members. We are ambassadors of public education.

As school board, and in our schools, we VALUE:

- Achievement, wellbeing, and success for all;
- Students' Unique Strengths and Skills
- Holistic Approaches to Indigenous Knowledge and Focus on Truth and Reconciliation
- Service Excellence and Accountability
- Equity, Diversity and Inclusion
- Collaboration with Families, Partners and Communities
- Social Responsibility and Social-Emotional Learning

Our priorities are rooted in our mission to inspire our students to excel in learning, succeed in life and enrich our communities

Excel in Learning:

We are committed to achievement and success through:

- Establishing a strong foundation for student achievement in literacy and math.
- Supporting student success in differentiated and diverse learning pathways responsive to the unique strengths, skills and needs of all students.

Succeed in Life:

We are committed to well-being and belonging through:

- Honouring Indigenous knowledge and ways of knowing, engaging in Truth and Reconciliation, and elevating First Nations, Métis and Inuit cultures, perspectives, and histories.
- Creating safe, inclusive spaces where belonging, well-being, and mental health support student engagement, and the diversity and lived experiences of students and staff are valued and reflected in learning and working environments

Partnerships

A. The **REGULAR CLASSROOM** continues to be 2 (e) J91 -0.946-e00uu@ueeu80.7 (t)-6 (i)-3.3 metOuuuosnL38.uen

indirectly with the classroom teacher through consultation,
directly with the classroom teacher using in-class coaching in the form of co-planning,
co-teaching and co-debriefing of differentiated instruction to ensure student success,
directly with the student through withdrawal from the classroom, to address targeted
and specific skills that will be reinforced back in the classroom.

- C. For some students with special needs the level of instruction and intervention can be delivered in an **INTENSIVE PROGRAM**. The Kawartha Pine Ridge District School Board provides the following intensive programs:

1) Learning and Life Skills Program:

this program is for students with developmental disabilities, who score at or below the 2nd percentile on cognitive and adaptive behaviour measures on a psychological assessment

students may access this specialized program, through a referral process, in community schools designed to meet their academic, functional academic, and life skills needs before students are enrolled in the Learning and Life Skills program they first must be presented at a Kawartha Pine Ridge District School Board System Level Initial Identification Placement Review Committee (IPRC) meeting for identification and placement

this program can start as early as Grade 4, and finishes no later than June of the year that the student turns 21 years of age

are self-contained classrooms for 50-75% of the day, with partial integration into regular classrooms and activities for a minimum of 25% of the day, with a class cap of 10 students.

2) Primary Communications Classes:

this program supports students with intense communications needs in the primary division;

it consists of accommodated or modified expectations from the Ontario Curriculum, as well as alternative expectations in the areas of communication skills; self-regulation; social skills; executive functioning; and independent living skills, with the goal of generalizing these skills to the regular classroom eventually, and to other areas of their daily lives;

The goals of the program are:

- o Acquisition of skills that allow students living with intense communication needs to learn effectively, socialize, communicate and self-regulate in school and in daily living environments;
- o Providing a program and learning environment which minimizes triggers which precipitate unsafe behaviours in school.

students must meet all the following criteria for referral:

- o in Grade 1, 2, or 3;
- o data indicates significant difficulties in three or more of the following areas:
 - communication
 - independence
 - academic achievement
 - learning readiness
 - school engagement
 - social skills

executive function

- engages in behaviours that interfere with academic achievement, such as aggression, elopement, disengagement;
- requires 1:1 staff support to initiate work and remain on-task in a regular classroom setting.

Students are IPRC'd into the Primary Communications system class as Special Education

- Effective organizational structures (e.g. SERT and Education Worker schedules, effective SEA trials, appropriate on-boarding of new staff in the department and in schools, common understanding of customer service in the Special Education department)
- Effective environmental conditions (e.g. Workplace Violence Risk Reassessment Form B, implementation of Administrative Regulation *Supporting Positive Student Behaviour: Safety for All*; updated Debriefing Guidelines for unsafe student behaviour)
- Capacity building/Professional development in:
 - Tier 1 Strategies, including Assessment for Learning, Universal Design for Learning, Differentiate Instruction, in collaboration with K-12 Program Department
 - Building Student Profiles
 - Effective IEP writing for Modified and Alternate programs
 - Effective transitions
 - Continued Applied Behaviour Analysis learning for EAs, Principals, SERTs;
 - Supporting Positive Student Behaviour Administrative Regulation for Principals, SERTs;
 - [Ontario Human Rights Commission's Accessible Education for Students with Disabilities](#) for Principals

Tier 2:

- Reflecting students' lived experiences in allocation of human resources to schools, including SERT, Education Worker, professional assessments
- More direct consultations from MHC, SLP, BCBA, BSA, Psychological Services staff for specific students
- Presenting students to Multi-Focus Team as per *Supporting Students Checklist – Learning for All*

Tier 3:

- Assessments, programs, interventions, as appropriate, from BCBA, MHC, SLP, BSA, Psychological Services staff for specific students who continue to need support after Tier 2 interventions
- Revised Behaviour Support Plan to encompass more ABA strategies
- [Empower](#) comprehensive reading intervention program developed by SickKids Hospital in Toronto in all KPR elementary schools